DOCUMENT RESUME

ED 166 536 CE 019 963

AUTHOR	Boogaert, John
TITLE	[MATCHE: Management Approach to Teaching Consumer and Homemaking Education.] Economically Depressed Areas Strand: Human Development. Module III-E-2: The Child and the Economically Depressed Area Family.
INSTITUTION	California Polytechnic State Univ., San Luis Obispo. Dept. of Home Economics.; California State Univ., Fresno. Dept. of Home Economics.
SPONS AGENCY	California State Dept. of Education, Sacramento. Bureau of Homemaking Education.; Office of Education (DHEW), Washington, D.C.
PUB DATE	78
NOTE	22p.; For related documents see CE 019 896-967 ; Back cover contains small print
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Answer Keys; *Child Development; *Depressed Areas (Geographic); *Economically Disadvantaged; Educational Objectives; *Home Economics Education; Parenthood Education; Parent Role; *Performance Based Teacher Education; Performance Tests; Preservice Education; Resource Materials

ABSTRACT

This competency-based preservice home economics teacher education module on the child and the economically depressed area family is the second in a set of three modules on human development in economically depressed areas (EDA). (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented: (1) effects of parents' role; philosophy, culture, and environment in a child's development in an EDA environment family (with lessons on understanding, poverty, research, and collecting and reporting data) and (2) assisting in the education for parenthood of young children in an EDA (with lessons on teaching reading and program development). Each unit includes objectives and overviews. Lessons contain narrative summaries and suggested activities and resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (CT)

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ED166536

ECONOMICALLY DEPRESSED AREAS STRAND:

HUMAN DEVELOPMENT

MODULE III-E-2 THE CHILD AND THE ECONOMICALLY DEPRESSED AREA FAMILY

Module Writer: John Boogaert, D. Re.

1978

Project Director
Gwen Cooke, Ph. D.

Assistant Director
Maurine Vander Griend, M. S.

MATCHE PROJECT Funded by:
Bureau of Homemaking Education
Vocational Education
California State Department of Education
Sacramento

CE 019 963

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

For further information contact:

Bureau of Homemaking Education
Vocational Education Unit
California State Department of Education
721 Capitol Mall
Sacramento, California 95814

The project was developed under a contract with the Bureau of Homemaking Education, California State Department of Education under the provisions of PL 90-576 and PL 94-482. However, the opinions expressed herein do not necessarily reflect the position or policy of the Bureau of Homemaking Education or the U. S. Office of Education, and no official endorsement should be inferred.

MATCHE PROJECT

1974-1978

Director - Dr. Gwen Cooke, Chairperson
Department of Home Economics
California State University, Fresno

Assistant Director - Maurine Vander Griend

Fifty-one MATCHE modules were written, using the format and objectives selected by the 1971 task force and advisory committee. Modules were reviewed and content validated by subject matter specialists at statewide workshops.

Module Writers

CORE
- Margaret Barkley (2 modules), Arizona State University
- Jan Chesemore (1), California State University, Fresno
- Katherine Karikka (1), Califofnia State University, Fresno
- Sharman Smith (1), Humboldt State University
- Ruby Trow (1), California State Polytechnic University, Pomona

Housing
- Patricia Hennings (9), California State University, Fresno

Foods and Nutrition
- Jill Armstrong (1), San Francisco State University
- Mary Byers (1), Loma Linda University
- Joanne Caid (1), California State University, Fresno
- Jan Chesemore (2), California State University, Fresno
- Elena Kissick (1), California State University, Fresno
- Evelyn Mar (1), California State University, Chico
- Ratana Newsome (1), California State University, Fresno
- Frank Wankey (1), California State University, Chico

Textiles and Clothing
- Barbara Christensen (1), San Jose State University
- Margaret Gylling (1), San Jose State University
- Nina Henry (3), California State University, Northridge

Human Development
- John Boogaert (8), California State University, Fresno
- Nancy Winston (2), California State University, Fresno

Management
- Betty Bailey (1), California State University, Northridge
- Katherine Karikka (2), California State University, Fresno
- Helen Mau (1), San Francisco State University
- Jan Movey (3), California State University, Fresno
- Vaunden Nelson (2), San Jose State University
- Sharman Smith (1), Humboldt State University

1[illegible]-73

Director - Dr. Ruth James
Department of Home Economics
California State Polytechnic University,
San Luis Obispo

Staff members at Cal Poly served as a task force responsible for the development and selection of instructional objectives, clustering of objectives into related modules, and writing of sixteen modules.

Task Force:

Connie Breazeale	Mildred Roskie
Sarah Burrough	Cheryl Stillman
Leslie Labhard	Ellen Stookey
Karen Sue Moerman	

1971-1978

This project was initiated, sponsored, and funded under Public Law 90-576 and Public Law 94-482 by the Bureau of Homemaking Education, California State Department of Education, under the leadership of the following staff:

M. Catherine Welsh, Chief
Nona J. Verloo, Assistant Chief

Staff Members:

Mary P. Conway	I. Marjorie Remy
Janice L. DeBenedetti	Dale Rossi
Martha C. Eichorn Martin	Dorothy W. Stone
Theodora Faiola	Lucille Valinoti
Mildred Huber	Maurine Vander Griend
Pat C. Kamm	

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THE CHILD AND THE ECONOMICALLY DEPRESSED AREA FAMILY

Module Objectives

The MATCHE student will be able to describe and analyze parent-child interpersonal relationships of economically depressed area (EDA) families and will be able to provide assistance to individuals in finding solutions to family situations involving developmental and educational tasks of their chilren.

The MATCHE student will be able to list and describe factors which contribute to the problems of education in an EDA and will be able to suggest ways parents and teachers can respond to these problems.

Module Overview

The conditions of the EDA environment have a strong effect on the individual members of the family, particularly in the areas of family relations, consumer and homemaking skills, and child rearing practices. The EDA population contains several groundings and a variety of cultures, each reflecting unique life styles, habits, philosophies, and values. Low-income families who reside in EDAs often use so much physical and emotional energy in maintaining their existence that there may be little left for anything else.

Each cultural sub-group--white, Black, Oriental, American Indian, Chicano (as well as each family with that group)--has differing values and ways of actualizing their values, maintaining its existence, relating with others, and finally in rearing their children.

It is not an easy task to begin to familiarize persons with the differences between cultural sub-groups in our complex American culture. We habitually view other cultures from the perspective of our own, often making our observations less than objective, less than functionally accurate, and often counter-productive to the objectives we choose. In this module, we are offering ways to analyze persons who live in a culture of poverty. This particular cultural sub-group cuts across the boundaries of race and is both a rural and an urban problem. Pockets of poverty hide in suburban areas as well and are often either neglected or avoided until they become a problem to middle-, upper-middle- or upper-income persons.

This module will expose you to some of the problems facing parents and educators. It will show you some ways in which you can become instrumental in alleviating these problems.

This module will also give you an opportunity to actively observe and participate in programs designed to respond to the unique problems facing the school serving a high percentage of students for an EDA. The module is designed to acquaint you with the unique situation facing these particular schools and their students, and also to increase your skills in developing programs and curricula which would be helpful to EDA parents and students.

It is the purpose of this module to investigate the child-rearing practices of various EDA families in order to determine implications for teaching of parenthood education programs.

This module is divided into two units:

The first unit is designed to give the MATCHE student skills in clearly observing parent-child interaction centered around six basic patterns. This unit will also give the student an introduction to the problems of primary research in this area such as observer bias, problems of the interview technique, and the limitations of direct observations.

The second unit is designed to prepare the MATCHE student to be able to create a parenthood program which will respond to the unique problems EDA parents have in relation to aiding the development of their preschool children and their children's preparation for school. The student will be asked to create a program, with the aid of the instructor and fellow students, which will aid the parents in understanding the basic developmental skills and stages of development which occur in young children and how these developmental tasks facilitate success in further education and survival in a culture of poverty.

The units are titled as follows:

Unit 1: The Effect of Parents' Role, Philosophy, Culture, and Environment in a Child's Development in a EDA Environment Family

Unit 2: Assisting in the Education for Parenthood of Young Children in an EDA Area

UNIT 1

THE EFFECTS OF PARENTS' ROLE, PHILOSOPHY, CULTURE AND ENVIRONMENT IN A CHILD'S DEVELOPMENT, IN AN ECONOMICALLY DEPRESSED AREA ENVIRONMENT FAMILY

Objectives

The MATCHE student will be able to analyze, in the light of Hylan Lewis's points and propositions about living poor, the influences of poverty of EDA family environments.

The MATCHE student will be able to list and explain the disadvantages of the interview method for obtaining primary data in the area of child development. The MATCHE student will also be able to suggest ways to strengthen this method.

The MATCHE student will be able to explain the advantages of direct observation method for obtaining primary data about child development. The MATCHE student will also learn the problems usually encountered in this method.

Using specific patterns for observation, the MATCHE student will be able to observe and accurately describe (through interviews or observation) patterns of parent-child interaction of families living in EDAs.

Overview

In this unit, you will be doing some observation of parent--child interaction of families in EDAs. To do an accurate job, you need to understand some of the problems of collecting original data from cultures or sub-cultures which differ from those cultural patterns with which you are familiar. To familiarize yourself with these problems, you will read a book and two articles. These activities will help you to begin to understand some of the problems which parents face in raising children in EDAs.

To give you a grounded understanding of the culture of poverty, you will read Camille Jeffers' book, Living Poor, with a special emphasis on the ten points and propositions listed in Hylan Lewis's introduction.

The next activity will introduce you to give categories of observation which will help you to focus upon the problems of EDA child development. In order for you to understand these patterns, you will be asked to apply these categories to your own childhood.

In the final lesson you will complete three interviews, attempting to focus upon these six variables; share these interviews with others in your small group; and write a short essay comparing one of these observations with your own past family environment.

Lesson 1: Basic Understanding of the Culture of Poverty

Narrative Summary

This first lesson is designed to give you a broad understanding of poverty. You will be asked to read Camille Jeffers' book, Living Poor, with special attention given to the ten points and propositions which Hylan Lewis summarizes in the introduction. Also give special attention to the developmental problems of children growing in this unique environment.

Suggested Activity

Read Living Poor by Camille Jeffers and write a brief outline of Hylan Lewis's ten points and propositions listed in the introduction. Use examples from the entire book to illustrate each factor.

> There is no progress check for this lesson. If you feel that you have adequately covered the material upon completion of the activity, proceed to Lesson 2.

Lesson 2: Research Methods and Their Problems

Narrative Summary

In scientific data collecting throughout history, the problems of objective observation have played a significant role in the formulation of scientific research. Problems of observer bias, observer valuation, insufficient language for reporting, and many others have always posed a significant problem for all direct scientific research. This problem becomes extreme when we move to the social sciences where the observed behaviors often involve many complex variables which cannot be controlled and the observed behaviors are nearly impossible to neatly describe, regardless of the extent of training of the observer.

You should become cognizant of observer bias as you begin this module. Since so much of your success with this module depends upon your openness to different cultural patterns, it is important that you be aware of the specific perspective that you bring to the observation event. The degree to which you are aware of your own specific cultural perspective will determine, to a large degree, the success you will have in observing and evaluating the behaviors of the persons whom you will observe and interview. Cultural relativity, a concept which you have

undoubtedly encountered in your lower division work, demands that you attempt to decrease the effect of your own cultural orientation as you observe a cultural orientation different from your own. This skill will give you a greater sensitivity to others and will make your teaching far more effective. We bring to the observation of persons from a culture of poverty our own values and cultural perspective which can, if held in proper perspective, be used to aid persons from an EDA in surviving within the transcending their cultural boundaries. If we are not aware of our own biases, however, our observations can become useless, rendering our attempts to help educate and assist these persons to be just another factor in their sense of failure about themselves.

In this same vein, you should be aware of language differences which might influence your observation. Differences in language are often misinterpreted and can make observations and interviews useless.

In the first activity, you will be reading two articles which will give you a broader perspective on the problems outlined above. Because you will be doing interviews or direct observations, this information should strengthen whichever method you choose to collect primary data.

In the final required activity of this lesson, you will be asked to evaluate your own early childhood in the light of six areas which have been chosen as central to understanding the culture of poverty. These six factors are:

1. Acceptance-rejection pattern between parent and child
2. Autocratic style of parenting vs. democratic style
3. Aggression-passivity patterns of participants
4. Communication patterns: are participants relating on a verbal or non-verbal basis?
5. Dependency--independency
6. Role models

This experience will make you familiar with these six factors, and you will share your understanding of these factors and your own personal responses with a small group of persons who are also working on this module. This activity will give you a greater awareness of your own cultural orientation, thereby facilitating your attempts to avoid observer bias and other problems described in the articles you will be reading.

Suggested Activities

1. Read the two articles, "Problems of Methods in Parent-Child Research," by Marian Yarrow, and "An Interview Method for Obtaining Descriptions of Parent-Child Interation," by Martin Hoffman, found in the anthology Readings in the Psychology of Parent-Child Relations, and make a list of suggestions for strengthening the interview method for obtaining accurate data on parent-child interactions. Share this list with a group of others working on this module and discuss each of the factors which were listed by any member of the group. (This group will be used throughout this module.)

2. Discuss the six factors listed in the narrative summary above with your small group (including your instructor). Be certain that there is a common understanding of these factors among members of the group as this will help to standardize your further work in this module.

3. Write an essay centered around the six factors listed above in the narrative summary, evaluating these items from your own early childhood. Share your essay with your small group, including instructor.

4. (Optional) View Margaret Mead's film, "Four Families," and discuss with your small group how the above factors were actualized in the family situations presented in the film.

5. (Optional) Read and discuss in your small group Chapter 4 of Camille Jeffers' book, Living Poor. Center your discussion on the three women interviewed in this chapter.

There is no progress check for this lesson. If you feel that you have adequately covered the material upon completion of the activities, proceed to Lesson 3.

Lesson 3: Direct Collections of Primary Data and Reporting

Narrative Summary

This lesson will require that you choose either the interview method or the direct observation method and collect some primary data from parents and children living in an EDA. One problem you will encounter will be simply to find persons who live in an EDA which you will feel comfortable to work with. A good solution to this problem would be to find parents or situations for observation of parents and children through an EDA day care center or perhaps through a church in an EDA. In this module, it is extremely important that you make this kind of personal contact to increase your understanding of the unique problems faced by these parents. Using any consistent method you have encountered in the observation or interview work, you will be asked to make reports of these interviews which can be shared with other members of your class.

Suggested Activities

1. Keeping in mind what you learned in Lesson 1 of this unit, locate and interview or observe three parents or parents with young children from an EDA. Prepare written reports

of these encounters, using a style you have used in earlier home economics classes or a method suggested in your earlier reading in this module. Make copies for each person in your small group.

2. After giving time for other students in your small group to read your reports, evaluate each report in your small group, using as criteria the following:

   - Avoidance and control of observer bias
   - Awareness of and response to the problems inherent in the method used as suggested by your reading
   - Clarity of the report
   - Awareness of problems displayed by persons surveyed
   - Sensitivity to possible strengths and possible positive factors displayed by persons interviewed or observed

3. Write a short essay comparing your own early childhood with that of one of those situations you encountered in your observations or interviews.

Suggested Resources

Jeffers, Camille. Living Poor. Ann Arbor, Michigan: Ann Arbor Publishers, 1967.

Medinnus, Gene, ed. Readings in the Psychology of Parent-Child Relations. New York: John Wiley and Sons, 1967.

Review material and check your progress with instructor before proceeding to the next unit.

UNIT 2

ASSISTING IN THE EDUCATION FOR PARENTHOOD OF YOUNG CHILDREN IN AN ECONOMICALLY DEPRESSED AREA

Objective

Using the writing of Eric Erikson on developmental stages of personal development and a basic understanding of developmental milestones in motor and language skills, the MATCHE student working with other MATCHE students will develop a parenthood education program to facilitate the EDA parent's understanding of the basic developmental tasks of their preschool children.

Overview

In this unit you will be introduced to the writing of Eric Erikson relating to what he refers to as the "Eight Ages of Man."

Second, you will read an article by Smart and Smart which articulates the milestones and interrelationship of motor and language skills as it pertains to the development of young children.

Working in a small group, you will also be asked to translate this information into a program which would be understandable by parents in an EDA. This program will be validated by a selected home economics teacher, possibly one teaching in a school located in an EDA.

Finally, as an optional activity you will have the opportunity to use this program with some EDA parents, completing the unit by evaluating your entire work as a group (including the success of your program as it was presented).

The general intention of this unit is to assist you in learning how to develop programs that will help EDA parents understand basic developmental tasks.

Lesson 1: Background Reading in Early Childhood Development Tasks and Translation into Language and Style for Economically Depressed Area Parents

Narrative Summary

The beginning tasks of this unit will require you to read from two well-known authors. Eric Erikson's "Eight Ages of Man" may have been

used in your lower division work. If so, you need only review it. If it is new to you, study it and discuss it with a fellow student who is familiar with it (or with your instructor). Only the first four categories could, in any consistent way, be directly involved with preschool children; the others will be helpful in your understanding of the role of parents in parent-child interaction. Try to identify in your small group discussion the various numerical ages when these "ages" appear and the importance of sequential development.

Next you will read an article on the developmental milestones in motor and language skills. One of the most pervasive problems faced by persons in an EDA is insufficient development of language skills. This skill, developed in early childhood with roots long before children enter school, is one of the key problems facing educators in these areas. If parents were more aware of their role in the development of language skills and ways they could facilitate early development of these basic tasks, they would be more able to prepare their children for their first encounter with school, often a critical variable in the ongoing performance in scholastic achievement, aptitude, and verbal development.

Finally, using the knowledge gained in the first unit, you will discuss in your group ways you can translate this rather technical theory and language into patterns, and language that would be understandable to EDA parents.

Suggested Activities

1. Read Chapter 7 of Eric Erickson's Childhood and Society on the "Eight Ages of Man." Identify the appropriate "ages" of each age in normal human development.

2. Read Chapter 3 of Smart and Smart's Readings in Child Development and Relationships, entitled "Energizing Resources for Coping with the World" with special emphasis on Eric Lenneburg's article, "The Regularity of Onset of Speech and Language." In particular, use his chart on the developmental milestones in motor and language development.

3. Discuss in your small group ways you could translate these theories into forms, patterns, and language which would be understandable by parents in an EDA.

There is no progress check for this lesson. If you feel that you have adequately covered the material upon completion of the activities, proceed to Lesson 2.

Lesson 2: Creating and Validating a Program for Educating Economically Depressed Area Parents in Critical Early Childhood Developmental Skills

Narrative Summary

Now that you have an understanding of some of the critical developmental tasks facing EDA children and parents, you will work in your small group to develop a unique program for use in communicating these developmental tasks to EDA parents. Plan a four session program which would make this information understandable to persons living in an EDA. You should be sensitive to the limitations of education and particularly language as well as cultural differences which would hinder their understanding. Use anything helpful, such as slide sets, charts, films that are available (or make your own), video tapes (your school's TV production department may be able to help), role playing, skits, short lectures, or demonstrations.

Suggested Activities

1. Plan a four session program clearly stating objectives, methodology, and activities for each session. This activity should stress your own imagination and creativity.

2. When you have completed this program, validate it with a selected home economics instructor teaching in an EDA, discussing with this teacher its apparent effectiveness, its strengths and weaknesses, it clarity, and its ultimate usefulness for aiding parents in helping their children develop normal early childhood verbal skills and emotions.

3. As an optional activity you might carry out your program in a continuation high school or with parents from a church in an EDA.

4. Evaluate this program with your small group (including your instructor) as to the success you have had in translating this rather complex material into a format which is useful for EDA parents.

Suggested Resources

Erikson, Eric. Childhood and Society. New York: Norton, 1964.

Smart, Russell C., and Mollie S. Smart. "Energizing Resources for Coping With the World," Readings in Child Development and Relationships. New York: MacMillan, 1972.

Activity 4 will serve as progress test for this unit.

Suggested Resources

Erikson, Eric. Childhood and Society. New York: Norton, 1964.

Jeffers, Camille. Living Poor. Ann Arbor, Michigan: Ann Arbor Publishers, 1967.

Medinnus, Gene, ed. Readings in the Psychology of Parent-Child Relations. New York: John Wiley and Sons, 1967.

Smart, Russel C., and Mollie S. Smart. "Energizing Resources for Coping With the World." Readings in Child Development and Relationships. New York: MacMillan, 1972.

MODULE PRE/POSTTEST

Student_____

The Child and the Economically Depressed Area Family

Instructor_____

Date_____

Student: The pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

1. List and briefly explain problems in the interview method of gathering primary data regarding parent-child interaction research such as Yarrow cites in her article entitled "Problems of Methods in Parent-Child Research."

2. What are the advantages and disadvantages of the observation method in collecting primary data?

3. Recount five items that could be used to strengthen the interview method for obtaining accurate data on parent-child interaction.

   a.

   b.

   c.

   d.

   e.

4. List five possible patterns in EDA child-parent interaction which could increase observer awareness of possible variables.

   a.

   b.

   c.

   d.

   e.

5. What are Eric Erikson's Eight Ages of Man?

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

6. Explain the interrelationship of age, motor development, and language skills from birth to four years.

7. Demonstrate your understanding of the importance of this relationship.

Return this test to your instructor for evaluation.

ANSWER KEY
MODULE PRE/POSTTEST

The Child and the Economically Depressed Area Family

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. The following is a list of possible answers:

   a. relativity of language
   b. complexity of variables
   c. reliability of parent's reports
   d. ego involved reporters
   e. retrospective data
   f. sex role expectations by mother/father

2. Answers should display a basic understanding of Yarrow.

3. The following items are acceptable:

   a. work for details
   b. involve parents in research outcomes
   c. avoid conscious or unconscious value judgments
   d. logical and chronological consistency
   e. careful probling
   f. interviewer tries to visualize reported events and fill in the picture
   g. watch for the full Gestalt and emotional meaning of events
   h. take enough time

4. Possible answers might include:

   a. acceptance-rejection pattern between parent and child
   b. autocratic style of parenting vs. democratic style
   c. aggression-passivity patterns of participants
   d. communication patterns: are participants relating on a verbal or non-verbal basis?
   e. dependency - independency
   f. role models

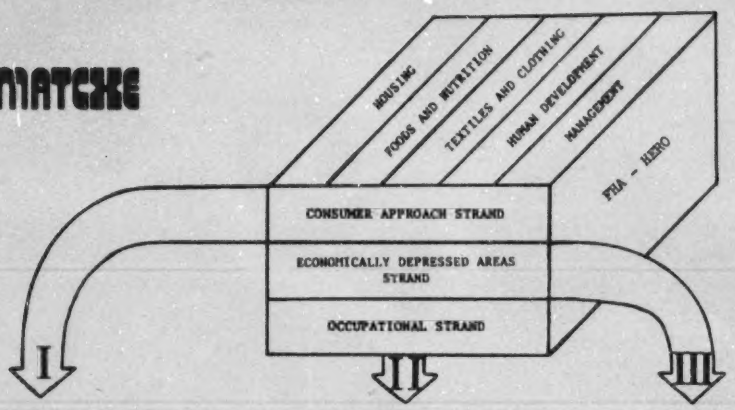
5. Eric Erikson's Eight Ages of Man include:

   a. basic trust vs. basic mistrust
   b. autonomy vs. shame and doubt
   c. initiative vs. guilt
   d. industry vs. inferiority
   e. identity vs. role confusion
   f. intimacy vs. isolation
   g. generativity vs. stagnation
   h. ego integrity vs. despair

6. Answer should correlate to the chart on pages 65-67 of Russell C. Smart and Mollie S. Smart's book, Readings in Child Development and Relationships, New York: MacMillan, 1972.

7. The development of oral comprehension skills is essential to the child in his or her attempt later to learn to read. It is obvious from national reading scores and the low C.T.B.S. scores in our EDA schools that parents awareness of the oral language development of their children is important.

MATCHE



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumper Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele